



SOWING THE SEEDS

Professional Development Materials to support educators' awareness and familiarity
with Nebraska Teacher and Principal Performance Standards
Teacher Standards

Supporting Educator Effectiveness through Development

Participant
Guide and Note
Taker



bit.ly/SEEDTeach

Welcome from the S.E.E.D. Team!



Kim Snyder



Objectives:



Participant Guide Pg. 1



- Develop familiarity with the 2020 Nebraska Teacher and Principal Performance Standards (NTPPS)
- Understand foundational vocabulary and concepts found within the standards
- Consider “next steps” for your teaching context

Nebraska Teacher Performance Standards





Participant Guide pg. 1

What
Makes a
Teacher
Great?



Nebraska Teacher and Principal Performance Standards

OVERARCHING
STANDARD

Planning and Preparation 	<p>The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.</p> <p>SEED Video Link </p>
Indicators: <p>What am I aware of now? What definitions and terms stood out to me?</p>	<ol style="list-style-type: none"> Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups

ELEMENTS





Definitions for Nebraska Teacher and Principal Performance Standards

Skim and Tag







The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.





Indicators:

- a. Through collaboration with colleagues, prioritizes district and state standards to ensure vertical alignment and appropriate pacing of curriculum
- b. Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state standards, learning goals, and instructional objectives
- c. Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences
- d. Uses to **Students' abilities, cultural norms, and personal, family, and community experiences**
- e. Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.
- f. Uses multiple sources of relevant learning experiences that **Culturally responsive learning experiences** address students' academic needs, with specific attention toward equitable opportunities and outcomes for all student groups



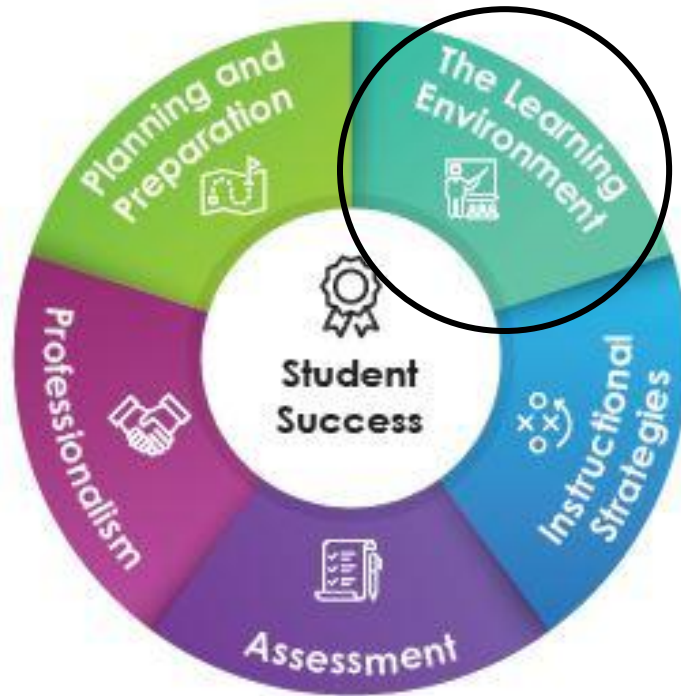
Nebraska Teacher and Principal Performance Standards



TEACHER STANDARD:

PLANNING & PREPARATION

LENGTH: 16 MINUTES





The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.





Indicators:

- a. Builds and sustains a relationship with each student in accessible learning environment
- b. Promotes and builds upon those experiences
- c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs
- d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students
- e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress



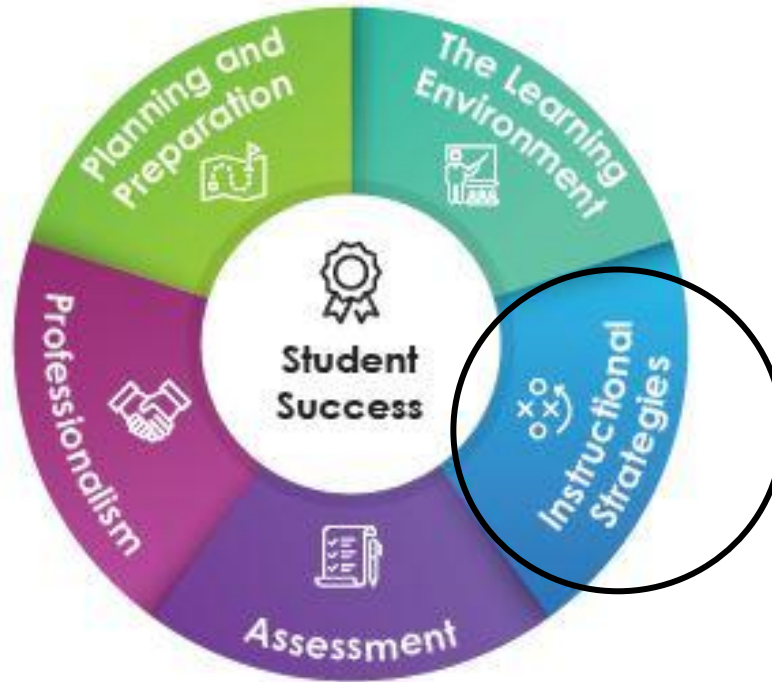
Nebraska Teacher and Principal Performance Standards



Supporting
Educator Effectiveness
through Development

TEACHER STANDARD:
**THE LEARNING
ENVIRONMENT**

LENGTH: 16 MINUTES





The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.





- a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state standards, learning goals, and instructional objectives
- b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences
- c. Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences
- d. Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs
- e. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality

- f. **Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization.**



Nebraska Teacher and Principal Performance Standards



TEACHER STANDARD:

INSTRUCTIONAL STRATEGIES

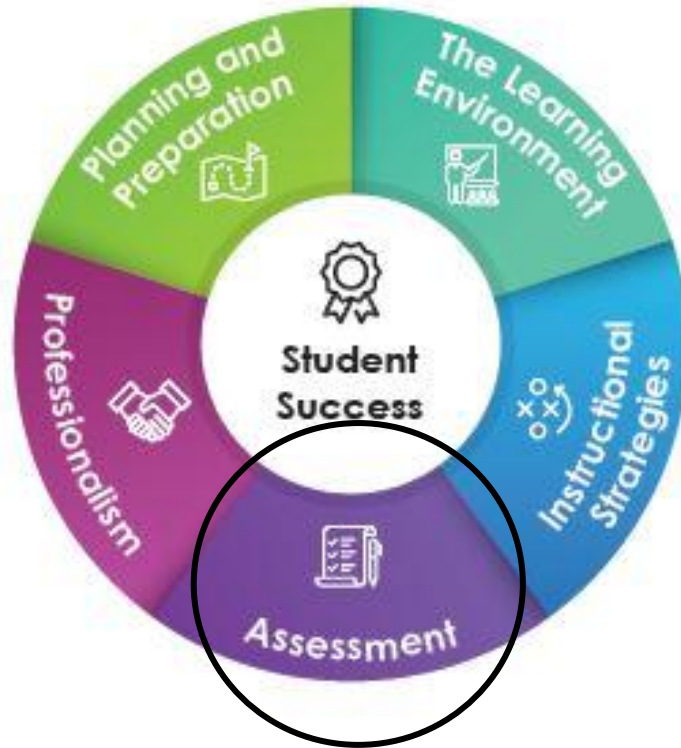
LENGTH: 16 MINUTES



Think Time

How are you thinking differently about supporting teachers with the revised Teacher Performance Standards and what does that look like for each of these areas?

- Planning and Preparation
- Learning Environment
- Instructional Strategies





The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.





- a. Utilizes formative, interim, and summative assessments that align to district and state standards, learning goals, and instructional objectives.
- b. Uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding
- c. Classroom-based assessments that confront and eliminate institutional bias and student marginalization
- d. Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction
- e. Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals
- f. Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders



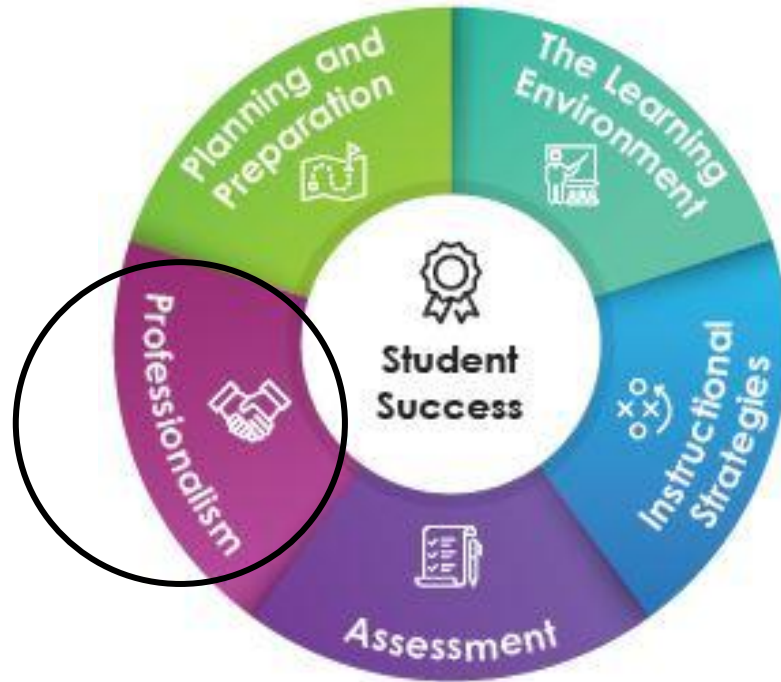
Nebraska Teacher and Principal Performance Standards



TEACHER STANDARD:

ASSESSMENT

LENGTH: 16 MINUTES





The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.





a. Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district

b. Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community in an effort to support and enhance each student's academic success and well-being

c. Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community

Reflects on professional practices to support and improve student learning.

e. Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community

f. Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement

g. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community



Nebraska Teacher and Principal Performance Standards



TEACHER STANDARD:

PROFESSIONALISM

LENGTH: 16 MINUTES

“The NTPPS are the foundation for what Nebraska students and educators deserve in support, development and achievement. Sometimes evaluation instruments are confused with instructional models. The instructional model makes visible the effective practices that should be evident (the NTPPS standards.) The evaluation instrument is the tool used to identify performance level.”

S.E.E.D. Team 2020



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What have I LEARNED!



Objectives:



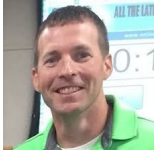
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Many thanks to the team that shared their expertise and talents to develop the Sowing the Seeds Materials for Nebraska Educators!

Citations:

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**Nebraska Department of Education
Office of Coordinated School and District
Support**



Educator Effectiveness

